Kentucky's College and Career Readiness Accountability Model for ALL Students

Accountability Model for Students Participating in General Assessment				
College Ready: Must meet benchmarks on one of following	Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area		Bonus: College AND Career Ready Must meet at least one from each area	
College Ready	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
ACT COMPASS KYOTE	Armed Services Vocational Aptitude Battery (ASVAB)	Kentucky Occupational Skills Standards Assessment (KOSSA)	ACT or COMPASS or KYOTE NOTES: (1) By meeting College Ready Academic definition, student does not have to take additional tests of ASVAB or Work Keys for bonus area (2)For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100%	KOSSA
	ACT Work Keys (Applied Math, Locating Information, and Reading for Information)	Industry Certificates		Industry Certificates

Accountability Model for Students Participating in Alternate Assessment				
College Ready: Must meet TAR benchmarks	Career Ready: Must meet ESAR benchmarks and obtain a CWEC		Bonus: College AND Career Ready Must meet each area	
College Ready	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
Transition Attainment Record (TAR)	Employability Skills Attainment Record (ESAR) (is based on the foundational academic and employability skills identified by business and industry for the Kentucky Occupational Skills Standards Assessment KOSSA)	Career Work Experience Certification (CWEC) (is based on the foundational academic and employability skills identified by business and industry for the Kentucky Occupational Skills Standards Assessment KOSSA)	Transition Attainment Record	Employability Skills Attainment Record
				Career Work Experience Certificate

Note: The proposed Model for Students Participating in the Alternate Assessment is still draft and not yet approved by the Kentucky Department of Education.

Kentucky's Definitions of College and Career Readiness	
Kentucky's Definition of College Ready General Assessment	**Kentucky's Definition of Career Ready General Assessment**
College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. "Succeed" is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky's system-wide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemental courses. Developmental education courses do not award credit for a degree.	Career readiness is the level of preparation a high school graduate needs in order to proceed to the next step in a chosen career, whether that is postsecondary course-work, industry certification, or entry into the workforce. According to the Association of Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills that are essential in any career area such as critical thinking and responsibility; and technical, job-specific skills related to a specific career pathway.
Kentucky's Definition of College Ready Alternate Assessment	**Kentucky's Definition of Career Ready for Alternate Assessment**
College readiness is the level of preparation a first-time student needs in order to succeed in a Comprehensive Transition Program (CTP)*. Kentucky's standards of readiness prepares the student for an inclusive and individualized post-secondary experience that encompasses academics, as well as social activities, employment experiences, independent living and leads to a meaningful credential.	Career readiness is the level of preparation a high school graduate needs in order to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association of Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills that are essential in any career area such as critical thinking and responsibility; and technical, job-specific skills. The student is preparatory in the Career Work Experience Curriculum and has: 1) met the benchmarks on the Employability Skills Attainment Record (ESAR), and 2) has obtained a Career Work Experience Certification.

*Comprehensive Transition Programs are degree, certificate, or non-degree programs for students with intellectual disabilities that are offered by college or career schools leading to a meaningful credential and approved by the U.S. Department of Education.

2012 Employability and Foundational Academic Standards: Alternate Assessment

PERSONAL QUALITIES AND PEOPLE SKILLS

		POSITIVE WORK ETHIC
EA	001	Uses directions provided for completing a job/task
EA	002	Keeps up with personal belongings and tools at school and work
EA	003	Arrives on time and maintains punctuality at school and work
EA	004	Maintains good attendance at school and work
EA	005	Assumes responsibility for behavior and actions at the worksite (e.g., manages emotions)
EA	006	Exhibits a good outlook toward work assignments
EA	007	Meets work standards for the amount of work to complete and how well it is done
		INTEGRITY
EB	001	Follows rules at the worksite
EB	002	Exhibits loyalty to the employer
EB	003	Practices ethical behavior
		TEAMWORK
EC	001	Shares ideas and suggestions when making decisions as a group
EC	002	Works cooperatively with others
EC	003	Respects the opinions of other people in the workplace
		SELF-REPRESENTATION
ED	001	Demonstrates the use of good manners
ED	002	Dresses appropriately
ED	003	Greets people in a polite and courteous way

FOUNDATIONAL ACADEMIC SKILLS

		SPEAKING AND LISTENING
EE	001	Asks questions and seeks guidance at worksite
EE	002	Gets information from supervisors
EE	003	Uses a variety of communications skills (e.g., talking, listening, reading, facial and body language)
EE	004	Knows how to listen and when to ask questions
		READING AND WRITING
EF	001	Uses charts, guides, and written directions to complete tasks and work assignments (utilizing, when necessary, assistive technology)
EF	002	Completes forms and other materials pertaining to time worked, leave and other required information for employer or school
		MATHEMATICS
EG	001	Uses basic math skills needed to complete assignments at school and work
EG	002	Makes a simple budget and keeps track of money and expenses
		TECHNICAL LITERACY
EH	001	Uses various technology tools in completing tasks
EH	002	Uses social media in a proper manner at school and work
EH	003	Follows direction when using the Internet at school and work
EH	004	Follows direction when using cell phones and e-mail appropriately at school and work

WORKPLACE KNOWLEDGE SKILLS

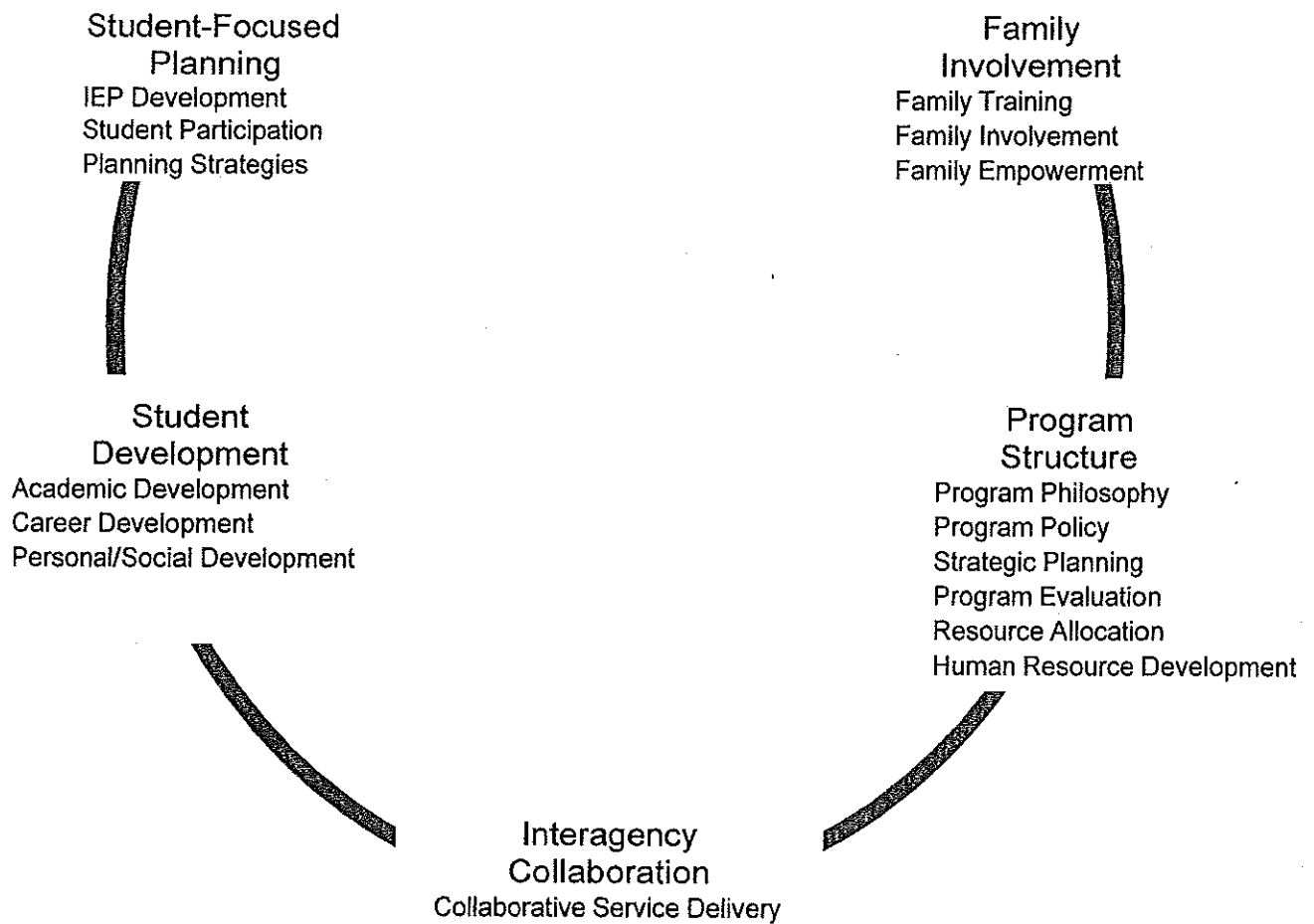|		CRITICAL THINKING AND PROBLEM SOLVING
EI	001	Recognizes and uses symbols, signs, and maps when traveling to and from a job
EI	002	Participates in solving problems
		HEALTH AND SAFETY
EJ	001	Knows, follows and practices safety rules at the worksite

EJ	002	Uses equipment and supplies safely as directed by teacher, supervisor or other adult
		JOB ACQUISITION AND ADVANCEMENT
EK	001	Identifies job that use personal talents and interests
EK	002	Uses proper guidelines in applying for a job
EK	003	Listens to questions and answers questions with more than one word during an interview
EK	004	Develops training plan for occupational work experience(s)
		TIME, TASK, AND RESOURCE MANAGEMENT
EL	001	Uses time wisely at the worksite
EL	002	Follows directions for recording time at work
EL	003	Meets timelines for completing assigned tasks
EL	004	Leaves and returns from breaks on time

Kentucky Work Based Learning Certificate Model				
Student exits with same age peers				
Grade 10	Grade 11	Grade 12	Grade 13	Grade 14
16	17	18		
Referral to OVR	WBL Certificate meeting at start of school year	WBL team meets at start of school year		
Assemble Student Advisory Group	Explore student interests, needs, strengths	Begin targeted job placement based upon results of Exploration in Grade 11		
Hold first Work Based Learning (WBL) Certificate meeting	"Match" job placements with student interests/skills	Job Placement prior to high school exit		
Referral for Michele P (if not already done)	Minimum of 4 internships	Referral for Supported Employment		
		Kentucky Work Based Learning Assessment		
Student stays until 21				
		19	20	21
		Referral to OVR	WBL Certificate meeting at start of school year	WBL Certificate meeting at start of school year
		Assemble Student Advisory Group	Explore student strengths, needs, interests	Begin targeted job placement based upon results of Exploration in Grade 13
		Hold first work based learning certificate meeting	"Match" job placements with student interests/skills	Job Placement prior to high school exit
		Refer for Michele P (if not already done)	Minimum of 4 internships internship	Referral for Supported Employment
				Kentucky Work Based Learning Assessment

TAXONOMY
for
TRANSITION PROGRAMMING

**Student-Focused
Planning**
IEP Development
Student Participation
Planning Strategies

**Family
Involvement**
Family Training
Family Involvement
Family Empowerment

**Student
Development**
Academic Development
Career Development
Personal/Social Development

**Program
Structure**
Program Philosophy
Program Policy
Strategic Planning
Program Evaluation
Resource Allocation
Human Resource Development

**Interagency
Collaboration**
Collaborative Service Delivery

Structure for Developing the Instructional Model

Taxonomy

Program Attributes

Student Development

Program Structure

Determine Student Transition Competencies

* Academic Development

*Career Development

* Personal/Social Development

Align Student Transition Competencies with Alt K-PREP Standards

Develop Course of Study Descriptions

*Academic courses with transition competencies embedded

*Employability Specific Courses (CBI, work-based & experiential)

*Self-determination Course

Develop a "TASKS"- like document/WIKI

describe instructional activities , resources, locations for competencies, aligned with Course of Study at high school level